

Undervisningsportfolio

1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, undervisningsniveau (bachelor, kandidat, efter-/videreuddannelse, ph.d.). Type af undervisningsform angives, f.eks. forelæsning, holdundervisning, øvelse, vejledning, eksamination, censur, fjernundervisning, internetbaseret undervisning og evaluering af undervisning. Undervisningssprog angives.

Teaching experience:

Digital Manufacturing (2021, 2022, 2023), course held for Manufacturing Technology (MSc) students. During the course we focus on the supporting theory for digital transition within manufacturing companies and we take a practical approach in using state of the art methodology and tools to digitalize and optimize the production of (dummy) smartphones using the FEST SmartLab available at our department. The course consists of five lecture-workshop days. Each day is structured as follows: lecture about the supporting theory, workshop using relevant tools, guest lecture with experts in digital manufacturing. The course is held in English and the examination is based on the solution developed by students using the theory and the tools provided at the course.

Operations Development and Strategy (2020, 2021, 2022), lecture held as part of this course. During the lecture we explore the case of a Danish small-medium enterprise facing the challenges of a high-cost environment (e.g. Scandinavia) and takes on the road towards end-to-end digitalization across its entire value chain. The course is part of the Operations and Innovation Management MSc curriculum and the held lecture focuses on how innovative digital technologies impact the operations management within the case-company.

Supervision experience:

Manufacturing Technology (MSc):

2021: VT2 group, the group was tasked with the development of scheduled nesting algorithms which allow the case-company to efficiently use its resources and assets based on the number and type of customer orders. The project was awarded with "The best poster" award at the Mechman internal conference at AAU and the results published in Procedia CIRP.

VT3 student having internship at a software company, tasked with the development of algorithms for the detection of workpieces inside the work space of industrial robots. The internship resulted in the employment of the student at the host company.

2022: VT1 group, the group was tasked with the development of digital pipelines which allows the case company to have full overview on the utilization of the industrial machines located on the production floor. This comes as a solution to fix the bottlenecks identified by the students following a value chain analysis.

Global Business Engineering (BSc):

2021, 2022: GBE3 group supervised, tasked with the development of a cooperative business case between a given international company and a company of choice. The objective is to design a new product, identify the target market, design the production line, assign a production strategy and create a financial forecast which proves the potential profit of a prospective investment in the idea proposed by the students.

Mechanics and Production (BSc):

2022: MP3 group supervised, tasked with the development of a multi-pass welding model which allows the layman to easily program a welding robot without the need of thorough prior training and learning about robotics and welding. The solution is especially addressed to small-medium sized enterprises located in high-cost environment where the employment of highly skilled engineers or workers cannot be financially sustained.

2. Administration og ledelse af uddannelse: Erfaring med uddannelsesledelse og –koordinering. Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v. Erfaringer med planlægning af uddannelsesafvikling. Erfaring med udvikling af uddannelser. Deltagelse i udvalg, kommissioner m.m. vedr. uddannelse.

Skriv dit svar her...

3. Formel pædagogisk uddannelse: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l.

Udtalelse fra universitetspædagogikum. Deltagelse i konferencer om pædagogik og didaktik. Dokumentation i form af kursusbeviser, udtalelser m.m. vedlægges.

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4. Andre kvalifikationer: Bidrag til konferencer, debatindlæg, videnskabelige artikler om pædagogiske emner m.v. Kollegasupervision, redaktørarbejde, erfaring som mentor og anden kompetenceudvikling.

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5. Pædagogisk udvikling og forskning: Udvikling af nye kurser, undervisningsmateriale, undervisnings- og eksamensformer eller andet udviklingsarbejde. Didaktisk og pædagogisk forskning. Samarbejde med eksterne samarbejdspartnere.

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6. Udtalelser om undervisningskompetencer fra foresatte og kolleger. Undervisningsevalueringer og eventuelle udmærkelser for undervisningsvaretagelse.

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7. Evt. personlige refleksioner og initiativer: Personlige overvejelser knyttet til undervisning og vejledning, ønsker til og planer for pædagogisk videreudvikling, planer for opfølgning på undervisningsevalueringer m.v. Refleksioner over eget pædagogiske arbejde, dets målsætninger, metoder og gennemførelse. I refleksionen analyseres og motiveres dine pædagogiske aktiviteter i forhold til din pædagogiske forståelse og de studerendes læring. Tanker om undervisningsformen på Aalborg Universitet, der har et stort indhold af gruppeorganiseret projektarbejde og problembaseret læring (PBL).

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8. Andet.

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